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ABSTRACT

The National Education Longitudinal Study of 1988 (NELS:88) provides a wealth of information about factors that influence academic performance and social development of students. The focus of this content overview is the research issues addressed by the NELS:88 second followup in 1992. In 1988, by surveying nearly 25,000 eighth graders, their parents, teachers, and principals, baseline information was obtained. In 1990, the first followup was conducted, and in 1992, the second followup of this cohort occurred. At the student level, this followup collected a third set of scores on the cognitive battery, providing measures of cognitive growth, and information about educational processes and individual plans for the future. The first section of this report contains discussions of content areas and corresponding questions in the NELS:88 Second Followup for Student, Dropout, and School Questionnaires in the following categories, presented in table form: (1) equity/access/choice; (2) cognitive growth; (3) tracking dynamics; (4) dropping out; (5) transition patterns; (6) school effectiveness; and (7) parental involvement. The second section contains discussions of the content areas and corresponding questions for Student, Teacher, and Parent Questionnaires in the same seven categories. A list of technical documentation and analysis reports on the NELS:88 is attached. (SLD)

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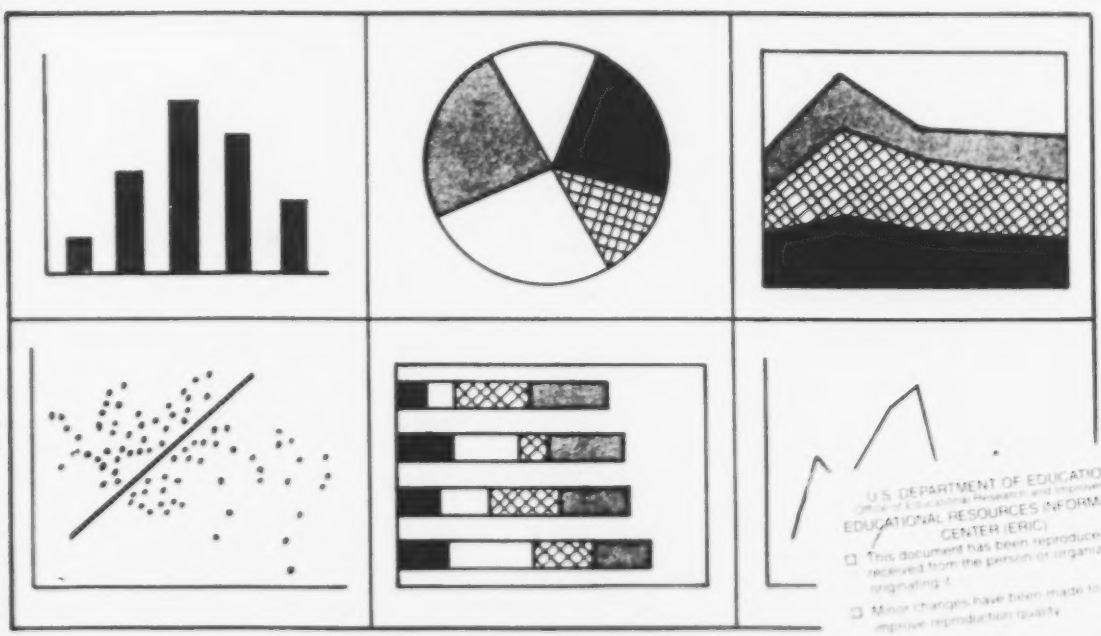
Working Paper Series

National Education Longitudinal Study of 1988:

Second Follow-up Questionnaire
Content Areas and Research Issues

Working Paper No. 95-04 January 1995



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National Education Longitudinal Study of 1988:

Second Follow-up Questionnaire Content Areas and Research Issues

Working Paper No. 95-04 January 1995

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January 1995

Foreword

Each year a large number of written documents are generated by NCES staff and individuals commissioned by NCES which provide preliminary analyses of survey results and address technical, methodological, and evaluation issues. Even though they are not formally published, these documents reflect a tremendous amount of unique expertise, knowledge, and experience.

The ***Working Paper Series*** was created in order to preserve the valuable information contained in these documents and to promote the sharing of valuable work experience and knowledge. However, these documents were prepared under different formats and did not undergo vigorous NCES publication review and editing prior to their inclusion in the series. Consequently, we encourage users of the series to consult the individual authors for citations.

To receive information about submitting manuscripts or obtaining copies of the series, please contact Suellen Mauchamer at (202) 219-1828 or U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Ave., N.W., Room 400, Washington, D.C. 20208-5652.

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National Education Longitudinal Study of 1988:

Second Follow-up Questionnaire
Current Areas and Research Issues

Prepared for

National Center for Education Statistics
U.S. Department of Education
Washington, DC

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Preface

The National Education Longitudinal Study of 1988 (NELS:88) provides a wealth of information about factors that influence student academic performance and social development and the processes through which these factors operate. Under the sponsorship of the National Center for Education Statistics (NCES), with additional support from the National Science Foundation (NSF) and the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), NELS:88 is being conducted in several waves: a 1988 base year, a first follow-up in 1990, a second follow-up in 1992, with future rounds yet to take place.

The focus of this content overview is the research issues addressed by the instrumentation of the NELS:88 second follow-up. In 1988, by surveying nearly 25,000 eighth graders, their parents, teachers and principals, baseline measures were obtained at a point just prior to entry into secondary school. In 1990, the cohort was resurveyed, freshened to represent the nation's sophomores, and data collected from students' teachers and school administrators. In 1992, NELS:88 resurveyed students and dropouts representing the 1988 cohort four years later, capturing as well a nationally representative sample of high school seniors.

NELS:88 is a singularly rich data base. At the student level, the second follow-up collected a third set of scores on the cognitive test battery, thus providing measures of cognitive growth since the eighth grade and the sophomore year. At the same time, questionnaire data captured--from the student's perspective--educational processes and individual plans for the future, at a point in time marking both the culmination of the high school experience and the onset of the transition to the labor market or postsecondary education. The NELS:88 instruments captured as well the experience of eighth grade and sophomore cohort members who did not graduate with their class, either because they were dropouts or had been retained in grade.

Added to the information provided by student questionnaires and tests is information from a variety of contextual sources. Upon the completion of the second follow-up, NELS:88 had accumulated data from three school administrator, two parent, and three teacher surveys, and had gathered high school transcripts depicting the courses taken and the grades received by sample members over their high school careers.

NELS:88 provides detailed information on the quality, equity, and diversity of educational experiences and opportunities. In the document that follows, content of the NELS:88 student, dropout, school, parent, and teacher questionnaires is identified, relative to major research themes. It is our hope that the sketches of survey content offered by this document will assist researchers in designing their analyses and making fruitful use of NELS:88 data.

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Technical review for this document was provided by National Center for Education Statistics staff members Peggy Quinn, Jeffrey Owings, Ralph Lee, and Marilyn McMillen.

This document was prepared by Steven Ingels and Katy Dowd of the National Opinion Research Center at The University of Chicago, with the assistance of Jim Stipe, Paul Pulliam, John Baldridge, and Karen Sutherlin.

Steven Ingels is the NELS:88 second follow-up Project Director. Katy Dowd and Lisa Thalji were the Associate Project Directors.

The NELS:88 second follow-up is housed in the Longitudinal and Household Studies Branch of the National Center for Education Statistics, United States Department of Education. Jeff Owings is Branch Chief; Peggy Quinn is the NELS:88 second follow-up Project Officer.

NELS:88 Second Follow-Up Questionnaire
Content Areas and Research Issues

This document provides an overview of NELS:88, followed by a guide, organized by research theme, to the content of the NELS:88 second follow-up student, dropout, school, parent, and teacher questionnaires. Appended to this document is a bibliography of NCES NELS:88 analytical and technical publications.

NELS:88 data files are available from NCES on CD-ROM or magnetic tape. Magnetic tape versions of the public use data can be ordered from the U.S. Department of Education, Information Technology Branch, 555 New Jersey Avenue, NW, Washington, DC 20208-5725, or by calling (202) 219-1522. For copies of user's manuals and CD-ROM versions, and for technical information about the NELS:88 second follow-up, please contact the NELS:88 Project Officer:

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Overview

The NELS Program. The National Education Longitudinal Study of 1988 (NELS:88) is the third in a series of longitudinal studies conducted by the National Center for Education Statistics (NCES) of the U.S. Department of Education. NCES's longitudinal studies program reflects the agency's commitment to collect and analyze data on the factors affecting the transitions of students from elementary school to high school and eventually to productive roles in American society. Consistent with its commitment and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond of 1980 (HS&B of 1980); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s.

NELS:88 differs from both NLS-72 and HS&B in that the first data collection phase began in the eighth grade rather than high school. The *1988 base year* of NELS:88 represents the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. The 1988 eighth-grade cohort is being followed at 2-year intervals in order to obtain policy-relevant data about educational processes and outcomes--particularly those pertaining to student learning, early and late predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

The NELS:88 *first follow-up*, which took place in *1990*, provides the first opportunity for longitudinal measurement of the 1988 baseline sample. It also provides a comparison point to high school sophomores 10 years before, as studied in HS&B. The study captures the population of early dropouts (those who leave school prior to the end of tenth grade), while monitoring the transition of the student population into secondary schooling.

The *NELS:88 second follow-up* took place in *1992*, when most sample members were second-term seniors. The second follow-up provides a culminating measurement of learning in the course of secondary school and collects information that will facilitate investigation of the transition into the labor force and postsecondary education after high school. Because the NELS:88 longitudinal sample was freshened to represent the twelfth-grade class of 1992, trend comparisons can be made to the senior cohorts of 1972 and 1980 that were studied in NLS-72 and HS&B. The NELS:88 second follow-up resurveyed students who were identified as dropouts in 1990 and identified and surveyed those additional students who had left school since the prior wave.

The NELS:88 *third follow-up* took place in *1994*, when most sample members had left high school. The primary goals of the 1994 round are to provide for trend comparisons with NLS-72 and HS&B and to address issues of employment and postsecondary access and choice. Additionally, the third follow-up provides a basis for assessing how many dropouts have returned to school and by what route and for measuring the access of dropouts to vocational training programs and to other educational opportunities. A *fourth follow-up* is scheduled for *1998*. Figure 1 illustrates components of this multi-level multi-wave study.

Second Follow-Up Design and Results. As shown in Figure 1, the NELS:88 second follow-up comprises the following components: a student and dropout survey (utilizing questionnaires and cognitive tests), a teacher and a school administrator survey, parent survey, and collection of high school transcripts. Although final data collection results are not available for the parent and teacher components, results of the student, dropout, school administrator and transcripts components of the second follow-up survey are summarized in Table 1.

NELS:88 focuses on a number of interrelated policy issues, including:

- *Equity, access, and choice*: NELS:88 data help to explore issues of equal educational opportunity (for example, access to quality educational programs), the role of the school in helping the disadvantaged, and the school experiences and academic performance of language-minority students;

- *Academic achievement and cognitive growth*: NELS:88 measures students' academic growth over time as well as its correlates (that is, the family, community, school and classroom factors that promote or inhibit student learning);

- *Tracking and differential course-taking*: NELS:88 explores the influence of ability grouping and differential course-taking opportunities on future educational experience and outcomes;

- *Dropping out*: NELS:88 gathers data on persistence in school, determinants and consequences of dropping out of (and of returning to) the educational system;

Figure 1: Base year through fourth follow-up--NELS:88 components

	BASE YEAR	FIRST FOLLOW-UP	SECOND FOLLOW-UP	THIRD FOLLOW-UP	FOURTH FOLLOW-UP
Data collection:	spring term 1988	spring term 1990	spring term 1992	spring 1994	spring 1998
Grades included:	Grade 8	modal grade = sophomore	modal grade = senior	H.S. + 2 years	H.S. + 6 years
Cohort:	**students:** questionnaire, tests	**students, dropouts:** questionnaire, tests	**students, dropouts:** questionnaire, tests, H.S. transcripts	**all individuals:** questionnaire	**all individuals:** questionnaire
Parents:	questionnaire	none	**students, dropouts:** questionnaire	none	none
Principals:	questionnaire	**students:** questionnaire	**students:** questionnaire	none	none
Teachers:	two teachers per student (taken from English, social studies, mathematics, or science)	**students:** two teachers per student (taken from English, social studies, mathematics, or science)	**students:** one teacher per student (taken from mathematics or science)	none	none

Table 1: Summary of NELS:88 second follow-up completion rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	16,842	91.0%	92.5%
Student tests	13,267	76.6%*	78.8%*
Dropout questionnaires	2,378	88.0%	87.6%
Dropout tests	959	41.7%*	40.3%*
School admin. questionnaire[b]	1,326	NA	97.1%
School admin. questionnaire[c]	15,409	98.3%	98.2%
Transcript data[c]	17,285	89.7%	90.9%
Parent questionnaire[d]	16,395	90.8%	93.2%
Teacher questionnaire[e]	9,853	90.8%	90.7%

* Percentages of cases for which a student/dropout questionnaire was obtained for which a cognitive test was also obtained.

[b] 12th grade school completion rate (for school questionnaires) of eligible contextual schools, where at least one student has completed a questionnaire.

[c] Coverage rate for student participants of the total eligible sample who also have a completed school administrator questionnaire or transcript data.

[d] Parent completion rate is based only on those sample members who completed a student/dropout questionnaire.

[e] Percentage of student respondents for whom a teacher rating was completed.

- *Transition patterns*: NELS:88 documents the transition from secondary school to postsecondary education or the labor force and the continuing effects of the pattern of transition from eighth grade to secondary school;

- *School effectiveness*: NELS:88 provides data to investigate the features that differentiate effective from ineffective schools;

- *Parental roles*: NELS:88 also explores the relationship between educational institutions and processes and the community and family context including parent involvement in schooling, in planning for the child's educational development and opportunities, and in providing a home education support system.

Each of these policy themes will be briefly discussed. Then, questions corresponding to these themes will be identified from the student, dropout, and school administrator questionnaires. The parent and teacher instruments, and high school transcripts, of course supply additional data points for examining many of these issues; their content is briefly sketched later in this document.

Equity, access, and choice. The issue of equity is a major focus of NELS:88. Variation in the levels of information available to students and parents to guide choice of schools, programs and classes is commonly presumed to influence future outcomes. It is frequently maintained that students from some groups (for example, language minority, poverty status, or at risk) may typically have more limited access to and choice of different educational settings and processes (academic programs, opportunity to learn, positive school climate, postsecondary education, and so on). In addition, it is doubtful that there

currently exists an equitable distribution of education inputs, resources, and processes for all students. NELS:88 collects data that permit such equity issues to be investigated.

Cognitive growth. NELS:88 collects achievement test data in science, mathematics, English and social studies, for grades eight, ten and twelve. This makes it possible to address questions of cognitive outcomes and growth. In particular, levels of achievement gain over time can be assessed for various population subgroups and related to student characteristics (track, coursetaking, engagement, language proficiency), school and teacher characteristics (teacher quality, school climate, academic press), and parental characteristics (parental involvement, family resources, family structure). NELS:88 test data permit researchers to answer questions about differences in rates of change for different areas of learning, and to describe the demographic, institutional, and behavioral correlates of faster, more effective development.

Tracking. Another issue with significant outcomes for individual students is tracking or ability grouping and, relatedly, differential course taking patterns. Among the many important questions associated with this theme are the following:

--How soon and by what mechanisms are students grouped into ability-level clusters or educational program tracks (general, academic, or vocational)?

--What are the roles of students, teachers, administrators and parents in that process?

--What is the relative importance of formal and informal processes in tracking assignments?

--How much movement occurs from originally assigned tracks; can students move from one to another?

--What impact does school tracking have on the rest of students' social lives, friendships, associations, out-of-school activities?

--Does tracking foster overall achievement or does it serve more to perpetuate inequities and inequalities?

NELS:88 offers a major opportunity to learn more about the dynamics of how schools track students (and how students [and their parents] track themselves), about how program and course placement decisions are made and the outcomes of such decisions on aspirations, expectations and performance. Topics such as patterns of coursetaking, types of grouping, relative influences on decisions, the influence of track placement on cognitive growth and persistence in high school, as well as opportunity for students to move among tracks and program types, can all be investigated using NELS:88 data. Outcomes of tracking and differential coursetaking may include or implicate dropping out, differential school achievement, attitudes toward school, social relations, postsecondary plans and opportunities, employment opportunities, and future occupation.

Dropping out. NELS:88 began with a cohort of eighth graders. Therefore it captures the entire cohort of students entering secondary school who fail to complete their high school education. NELS:88 data provide a longitudinal picture of the process of dropping out. NELS:88 data can answer such basic questions as the following: who stays in high school and who drops out? What are the dynamics of dropping out, that is, the pattern of disengagement from school and the precipitating factors in embarking on a process of disengagement and premature exit from school, and what are the dynamics of returning

to school, for those dropouts who go back to high school or seek an alternative credential? What happens to dropouts during the time period that the other members of their cohort remain in school?

Transition patterns. NELS:88 bridges two critical transition points: the transition to high school, and the transition from high school to postsecondary education, the labor force, and family formation. The collection of comprehensive parent and teacher data at the time students are making these two critical transitions provides the data set with considerable power to disentangle the effects of home and school upon student development, and to illuminate the factors that influence the decision-making processes that affect the developmental paths and educational outcomes of students at these critical points.

School effectiveness.[1] NELS:88 data can help to answer questions of school effectiveness such as what aspects of school structure and environment are associated with positive student outcomes (defined, in particular, by student performance or cognitive growth). Structural issues (school size, SES level, characteristics of the staff, school sector); environmental issues (school ethos or climate; principal and teacher autonomy; extent of conflict or accord between administrators and teachers on school goals, policies, and practices; integration of school and community), and academic issues (academic press, curricular offerings, extracurricular opportunities) are examples of potentially important school influences on student outcomes that are measured in NELS:88.

Parental roles and influences. In addition to gathering information about family background and structure and the home education support system, the NELS:88 survey instruments seek to obtain data about parental and community involvement in schools. There are many fundamental questions about parental roles that NELS:88 data can help to illuminate. For example:

--What do parents know about their children's schools and the experiences their children have there?

--How satisfied are parents with the educational opportunities their community provides?

--What are the correlates of active parental involvement in their children's schooling?

--What conditions give rise to exceptions to typical parent-student relationships?

--How do school policies affect parental involvement (either by facilitating or impeding it)?

--How well defined are parental expectations for their children's school performance, postsecondary school attendance, career outcomes, and so on?

--How do parents perceive the effectiveness of the schools their children attend?

--How do parental roles differ in the case of single-parent families or families with both parents working?

--What substitutes for absent parents (if any) assume roles that favorably affect schooling outcomes?

[1] To facilitate the study of school effects, a special supplement to NELS:88--the School Effectiveness Study--has been made part of the first and second follow-ups.

--What determines parental willingness to sacrifice for their children's secondary or postsecondary education in terms of financial burden, time investment, and so on?

--To what extent do stronger parent networks improve schooling outcomes?

Non-questionnaire data: tests and transcripts. *Cognitive tests*: in addition to the student questionnaire, students completed a series of cognitive tests, administered with the questionnaire at in-school or off-campus survey sessions. The combined tests, covering four subject areas, included 116 items to be completed in 85 minutes. The cognitive tests are described briefly below:

- Reading Comprehension (21 items, 21 minutes) consisted of five short passages followed by comprehension and interpretation questions, such as interpreting the author's perspective, understanding the meaning of words in context, and identifying figures of speech. As in the first follow-up, two versions of the reading test were utilized, differing in degree of difficulty.

- Mathematics (40 items, 30 minutes) assessed both simple mathematical application skills, as well as more advanced skills of comprehension and problem solving. Test items included word problems, graphs, quantitative comparisons, and geometric figures. Three versions of the mathematics test were utilized in the second follow-up, varying in the level of difficulty.

- Science (25 items, 20 minutes) contained questions drawn from the fields of life, earth and physical sciences. Emphasis was placed on the comprehension of underlying concepts and scientific reasoning ability.

- History/Citizenship/Geography (30 items, 14 minutes) assessed knowledge of important issues and events in American history. Citizenship items included questions on the operation and structure of the federal government and the rights and obligations of citizens. Geography questions touched on patterns of settlement and food production shared by various societies.

High school transcripts: the following student- and course-level school records information was collected in the transcripts component of the NELS:88 second follow-up–

number of absences per year or term

rank in class and class size

date student left school

participation in special programs

reason student left school (graduated, transferred, etc.)

cumulative GPA

standardized test scores for the PSAT, SAT, ACT, College Board achievement tests and Advanced Placement tests

Course-taking histories for grades 9 through 12, including:

course title

year, grade level, and term course taken

number of credits earned

grade assigned

Questionnaire data: second follow-up student, dropout, school, parent and teacher. In the extended figure that follows, content areas and corresponding questions in NELS:88 second follow-up questionnaires are displayed. This figure is organized as a matrix with seven content categories cross-cutting the five questionnaires. The content areas are:

– Equity, access, choice

– Cognitive growth and its correlates

– Ability grouping/tracking

– Dropping out of and persistence in school

– Postsecondary transitions

– School and teacher effects

– Parental involvement

Questionnaire items are depicted in two series:

Student, Dropout, and School Questionnaires

Student, Parent, and Teacher Questionnaires

The complete set of NELS:88 base year through second follow-up questionnaires is available from NCES.

Content areas and corresponding questions in NELS:88 Second Follow-Up for Student, Dropout, and School Questionnaires

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	Dropout	School
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice	23 Enrolled in educational institution since left school 25-30 Alternative programs 31-32 Plans to get high school diploma or GED	6-7 Typical academic load for seniors, how many in which instructional programs 10 Where do students take vocational classes 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes
Armed Forces	48 Plans to join Armed Forces, which branch, why	56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	40 Job expectations 44-47 Jobs held since high school 48-50 Training programs participated in	9, 19 What vocational services does school offer, what percentage of students use those services 15 What school-work transition programs does school offer 16-17 Does school have vocational programs, how do students get into those programs 20 Does school have a relationship with the local business community
Applying to colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and how many part time teachers does school have 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	58 Thoughts on life chances 62 Ages will assume roles and activities 68 Who helps to take care of child 88 Attends religious services	18 Which community, training, motivation programs are available
Language use	109 How well student understands, speaks, reads, and writes English 110 Since Fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	90-91 How well student understands, speaks, reads and writes English 92 Receive help in reading, writing, or speaking English when in school; what type of help 93 Would have stayed in school if knowledge of English was better 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP) 48 What grades are offered English language programs

CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	Dropout	School
School climate	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school	9-14 Event history series on dropping out of school 18 Last school's climate	1-2 Total student and 12th grade enrollments in school 56-57 School climate 58 Which factors influence students to drop out of your school 59 Principal's influence 60 School's relationship with different groups 62 Which factors influence how the principal is evaluated by superiors
School climate (continued)	26 Who tutored student (besides parents) 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities		
Attendance and absences	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	19 Frequency of cutting class and other disciplinary problems in last school	21 What is average daily attendance rate for 12th grade students
School program	12 Description of current high school program 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 29 Services received from alternative program	4 School type 5 How many days in school year for seniors 6-7 Typical academic load for seniors, how many in which instructional programs 11 What percentage of seniors received personal/tutorial help 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	37 Parental aspirations for respondent's education 38 Respondent's educational expectations 40B Have enough skills now for career in five years 40C Education needed to get job planned to have when 30 years old	14 How many colleges send representatives to meet students 27 What percentage of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships

	Student	Dropout	School
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and how many part-time teachers does school have 30-36 How is school broken down into subject areas/departments, how are heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse	
Family, home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes 55 What percentage of 12th graders' parents have met with staff 61 How often are parents notified about student's progress/behavior
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, what type, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	48 What grades are offered English language programs

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	Dropout	School
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	19 Frequency of cutting class and other disciplinary problems in last school 57 Self-esteem	58 Which factors influence students to drop out of your school 60 School's relationship with different groups
School programs	12 Description of current school program, access into program	20 Description of last high school program	7 How many seniors are in which instructional programs 49 How many seniors are in advanced placement classes
Transition from school to college/ work	41 What do people think is most important for student to do right after high school		16-17 Does school have vocational programs, how do students get into those programs 18 Which community, training, motivation programs are available to 12th graders 20 Does school have a relationship with the local business community
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go on to		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP)

CONTENT CATEGORY: 4. DROPPING OUT

	Student	Dropout	School
Dropping out		6-8 When did respondent last attend school, what grade, did respondent pass that grade 9-16 Event history series on dropping out of school 17 Was leaving school a good decision, why 21 School's response to respondent dropping out 22 Parents' response to respondent dropping out 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 25-30 Alternative programs 31 Plans to get a high school diploma or GED	26 What percent of 12th graders drop out before graduation 58 Which factors influence students to drop out of your school
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in math class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	18 Last school's climate	55 What percentage of 12th graders' parents have met with staff 56-57 School climate 59 Principal's influence 60 School's relationship with different groups 61 How often are parents notified about student's progress/behavior
Time in and out of school	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	19 Frequency of cutting class and other disciplinary problems in last school	21 What is average daily attendance rate for 12th grade students
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program	25 What percentage of student body receives special learning/access services 42-47 Competency tests
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	31 Plans to get a high school diploma or GED 37 Parental aspirations for respondent's education 38 Respondent's educational expectations 39 People talked to respondent about continuing education 40-43 Job expectations, recent job search 44-46 Jobs held since high school 47 Where respondent spent earnings 48-50 Participated in training programs	14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate/ teacher interaction		29 How many full-time and how many part-time teachers does your school have

	Student	Dropout	School
Family/ home life/ friends	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse 76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92A Received help in English 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP)

CONTENT CATEGORY: 5. TRANSITION PATTERNS

	Student	Dropout	School
School programs	14 Participation in Upward Bound program	15 Name and location of last school attended	6 Typical academic load for seniors
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school 53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	31-34 Plans to get a high school diploma or GED 44-46 Details on jobs held since high school 48-50 Participated in training programs	
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school
Armed Forces		51A, 52B Served in any branch of the Armed Forces, currently on active duty 56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	Dropout	School
School climate	7 School climate, teacher interaction 8 Safety in school	18 Last school's climate	1-2 Total student and 12th grade enrollments in school 21 What is average daily attendance rate for 12th grade students 55 What percentage of 12th graders' parents have met with staff 56-57 School climate 58 Which factors influence students to drop out of your school 59 Principal's influence 60 School's relationship with different groups 61 How often are parents notified about student's progress/behavior 62 Which factors influence how the principal is evaluated by superiors
Dropping out		21 Plans to get a high school diploma or GED 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school)	26 What percent of 12th graders drop out before graduation
School programs	14 Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	25-30 Alternative programs	4 School type 5 How many days in school year for seniors 6-7 Typical academic load for seniors, how many in which instructional programs 11 What percentage of seniors received personal/tutorial help 25 What percentage of student body receives special learning/access services 49 How many seniors are in advanced placement classes
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search	38 Respondent's educational expectations	15 What school-work transition programs does school offer 17 How do students get into vocational programs 20 Does school have a relationship with the local business community
Applying for colleges	57 Help from school in applying for colleges		27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate/teacher interaction		29 How many full-time and how many part-time teachers does your school have 30-36 How is school broken down into subject areas/departments, how are department heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards

	Student	Dropout	School
Family, home, friends	68 Importance of peer group activities	59 Activities of respondent's friends 60 Importance of peer group activities	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes
Language use			24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP) 48 What grades are offered English language programs

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	Dropout	School
School, education	12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education	22 Parent's response to respondent dropping out 37 Parental aspirations for respondent	55 What percentage of 12th graders' parents have met with staff 58 Which factors influence students to drop out of your school 61 How often are parents notified about student's progress/behavior
Family, home	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	76 Who lives in same household with respondent 80 Family related events 81 Who makes decisions in family 82 Respondent's perception of relationship with parents	23 Percentage of 12th graders from one-parent homes

Content areas and corresponding questions in NELS:88 second follow-up for Student, Teacher, and Parent Questionnaires

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	Teacher	Parent
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 23B Vocational teacher practice	I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior II-6 How many students in class are from minority racial/ethnic groups II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests	30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 38 Why did teen stop attending school 40 School's reaction to teen's repeated absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ do parents contact school 45 Parental involvement in school and teen's courses 47 Parental influence in school functioning
Mathematics class	19-22 Mathematics teacher/class	II-17 Feelings about explaining "whys" of mathematics	
Science class	15-18 Science teacher/class	II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies	
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	I-18 Written job recommendation for student I-19 Discussed college programs and college and career choices with student	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held
Applying for colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue	I-18 Written recommendation for student for postsecondary institution	62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen
Teaching staff characteristics	7 School climate and teacher interaction	IV-2 Race/ethnicity of teacher IV-3 Sex of teacher IV-4-15 Teacher's years teaching, certification, educational background, and subject areas of instruction	
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	I-6 Has spoken to student's parents about academic performance, behavior	11-17 Parents' occupations 20-21 Ethnic background

	Student	Teacher	Parent
Family Finances	58 Steps taken to learn about applying for financial aid		6 How many people are financially dependent on parent 74-75 Total family income, number of wage earners 76-77 Current educational expenses, amount 78 Teen plans to continue education 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-92 Amounts expected to spend, borrow for teen's education
Language use	109 How well student understands, speaks, reads, and writes English 110 Since Fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is student's native language English I-10 Is student limited English proficient	22-23 What is native language 25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	Teacher	Parent
School program	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 12 Description of current high school program 23B Vocational teacher practice 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities	I-2-5 Student's motivation, behavior I-6-7 Has spoken to student's parents about academic performance, behavior, parental involvement I-8 Difficulty of class related to student I-11 Does student perform below ability I-12 Does student always finish homework I-13-16 Student's attention, behavior in class I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior II-3-4 Which "track" is class, achievement levels II-5 Number of students in class II-7 Why teaching this class II-8-9 Amount of homework given daily, recording of who has completed it II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 With whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school	29 Last grade teenager completed 30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school

	Student	Teacher	Parent
Attendance and absences	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	I-2 Is student motivated to get good grades I-6 Discussed student's absenteeism with parents	35 Teen has been suspended or expelled 36 Teenager missed 10 or more school days 37 Teenager missed 21 or more school days 38 Reasons for teens absences 39 How parent responded to absence 40 How school responded to absence 43&44C Contact between school and parent about teen's attendance record
Mathematics class	19-22 Mathematics teacher/class	II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics	
Science class	15-18 Science teacher/class	II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies	
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	I-2 Student motivated to get good grades I-4 Students motivated to attend postsecondary institution I-19 Teacher discussed college with student	49 How often discusses school, personal and vocational topics with teenager
Teaching staff characteristics	7 School climate and teacher interaction	IV-1-3 Sex, race/ethnicity, year of birth of teacher IV-4-6 Years taught, years taught in this school, full-time/part-time status IV-7-10 Teaching certificates held, academic degrees and subject areas IV-11-12 Which subjects taught this year IV-13 Number of college courses taken in most taught subject IV-14 Satisfaction with teaching job IV-15 Started teaching a new subject or level this year IV-16 Received in-service education IV-17 Participated in activities for teachers this school year IV-18-21 Teacher enrichment programs IV-22 Missed days IV-23 How often did supervisor observe teaching	

	Student	Teacher	Parent
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 78 Who helps to take care of child 80-85 Substance abuse	I-3 Student relates well to others	48 Family decision making rules 50 Family social activities 57 Substance abuse and teenager
Home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-7 Has teacher discussed student's behavior or performance with parents	6 How many people are financially dependent on parent 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 58 How many years lived at present address
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is English student's native language I-10 Is student's ability limited by English proficiency	22-23 What is native language 24-25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	Teacher	Parent
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	I-8 Difficulty of class related to student I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior	34 Reason teen changed schools 41 Satisfaction with teen's education 43-44 Interaction between school and parents 46 Parent's knowledge of teen's education
Mathematics class		II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics	
Science class		II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology and Chemistry class	
School program	12 Description of current school program, access into program	II-3-4 Which "track" is class, achievement levels II-5 Number of students enrolled in class	13-17 Occupation of parent and spouse 34d,j Family moved for special school programs, courses 42 Parents perception of school policies and programs 43-44 Contact between parent and school about teen's education 46 Parent's familiarity with teen's school progress 61 Parental expectations of teen's educational advancement 63,65 Communication between parent & teen about postsecondary opportunities
Teaching staff characteristics		IV-4-5 Years taught, years taught in this school IV-11-12 Teacher's subject areas of instruction	
Transition from school to college/ work	41 What do people think is most important for student to do right after high school	I-4 Student motivated to pursue postsecondary education	45 Teen attended program about postsecondary opportunities 74 Family income
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go to	II-3 Which "track" is class II-4 Achievement levels of students in class	61 How far parent wants teen to go 62 Parent's preparation with teen for standardized tests 63 Discussions with teen about college 64 Has teen applied for college/ vocational school
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	I-9 Is student's native language English I-10 Is student limited English proficient	22-28 Parent/family language use

CONTENT CATEGORY: 4. DROPPING OUT

	Student	Teacher	Parent
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in mathematics class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	I-5 Does student talk to teacher outside of class about school work II-6 How many students are from minority racial/ethnic groups II-9 How homework is recorded III-13 Who at school has helped teacher improve teaching or solve a classroom problem	41-42 Feelings about aspects of teen's school
Time in and out of school	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	I-13-16 Student's absenteeism, tardiness, attention, behavior in class	35 Teen has been suspended or expelled 36 Teenager missed 10 or more school days 37 Teenager missed 21 or more school days 38 Reasons for teen's absences 39 How parent responded to absence 40 How school responded to absence 51 Family roles about school attendance
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	I-6 Teacher has discussed student's behavior and performance with parents III-12 Persons with whom teacher discussed student performance	29 Last grade teenager completed 30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 41 How satisfied with teen's high school education 43-44 How often does school contact parents/ do parents contact school 45-46 Parental involvement in school and teen's courses
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	I-4 Does student seem motivated to pursue postsecondary education	61 Parental expectations of teen's educational advancement 63 Communication between parent and teen about postsecondary opportunities 71 Has teen worked for pay 72-73 Teen's jobs held
Teaching staff characteristics	7 School climate/ teacher interaction	III-2 Perceptions of the teacher's efficacy IV-14 Teacher Satisfaction IV-22 Days teacher missed school IV-23 Formal observations of teacher's class	

	Student	Teacher	Parent
Family/ home life/ friends	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-6 Teacher has discussed student's behavior and performance with parents III-1 Amount of teacher control in classroom III-15 Teacher's perception of school rules for student behavior III-16 Teacher's perceptions of problems with students at school	2-5 Teen's current living situation 7 Marital status 11-17 Parents' occupations 8-10 Who lives in household, number under/ over 18 years old 48 Family decision making rules 49 Interaction between parents about teen 50 Family social activities 57 Substance abuse and teenager 58-60 How many years lived at present address, how respondent feels about community 74 Total family income 76-77 Amount of current educational expenses
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is student's native language English I-10 Is student limited English proficient	22-23 What is native language 25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 5. TRANSITION PATTERNS

	Student	Teacher	Parent
School programs	14 Participation in Upward Bound program	III-1,2,5 Perceptions of teacher efficacy III-6 Departmental support of teaching III-7 Perceptions of school policies	45-46 Parental involvement in school and teen's courses
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school 53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	III-1,2,5 Perceptions of teacher efficacy	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held 78 Teen plans to continue education
Family finances	58 Steps taken to learn about applying for financial aid		74 Total family income 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-91 Amounts expected to spend, borrow for teen's education
Family, home, friends	67 Thoughts on life chances 72 Ages will assume roles and activities 100 Perception of relationship with parents		49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue	I-18 Wrote recommendations for student for postsecondary education or jobs I-19 Has student discussed college or career choices with teacher	62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	Teacher	Parent
School climate	7 School climate, teacher interaction 8 Safety in school	II-6 How many students are from minority racial/ethnic groups III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students. III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 With whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school	42 Thoughts about teen's school climate, teaching and program 43-44 Contact between parents and school about teen's education 47 Parental influence in school functioning
Mathematics class	19-22 Mathematics teacher/class	II-7 Why teacher assigned to class II-14 Emphasis on different mathematical objectives II-15 Topics covered in mathematics class II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed	
Science class	15-18 Science teacher/class	II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed	
School programs	14 Upward Bound 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	II-7 Why teaching this class II-8 Amount of homework given daily II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching IV-16-21 Teacher in-service and enrichment programs IV-23 Formal observation of teacher's class	41 How satisfied with teen's education 42 Parents perceptions of school's policies and programs 47 Parental influence on school policies and programs

	Student	Teacher	Parent
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search	I-18 Teacher has written recommendations for college and work for student I-19 Teacher has discussed college and career choices with student	43-44 Interaction between school and parents 45 Parent's attendance at school programs about postsecondary opportunities for teen 56 Communication with parents of teen's friends 70 Sources of information about postsecondary opportunities 84 Who parents discussed postsecondary transition with
Applying for colleges	57 Help from school in applying for colleges	I-18 Teacher has written recommendations for college and work for student	45 Parent's attendance at school programs about postsecondary opportunities for teen 70 Sources of information for postsecondary decisions 84a Talked with high school counselor about financial aid
Teaching staff characteristics	7 School climate/teacher interaction	IV-4-6 Years taught, years taught in this school, full-time/part-time status IV-7-10 Teaching certificates held, academic degrees and subject areas IV-11-12 Which subjects taught this year IV-13 Number of college courses taken in most taught subject IV-14 Satisfaction with teaching job IV-15 Started teaching a new subject or level this year IV-16 Received in-service education IV-17 Participated in activities for teachers this school year IV-18-21 Teacher enrichment programs IV-22 Missed days IV-23 How often did supervisor observe teaching	
Family, home, friends	68 Importance of peer group activities	I-3 Student relates well to others	60 Safety of neighborhood

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	Teacher	Parent
School, education	12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education	I-6 Spoken to student's parents about academic performance, behavior I-7 Parental involvement in student's performance I-14 How often is student tardy III-11 Teacher discusses curriculum issues with parents at school	30 Is teenager currently in school 35 Has teen ever been suspended, expelled from school 36-37 In last 2 years has teen missed 10+ consecutive school days/ 21+ consecutive school days for reasons other than illness 38 In reference to teen's longest absence from school, why did teen stop attending 39 What actions did parents take for teen's absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ parents contact school 45-46 Parental involvement in school and teen's courses 47 Parental influence in school functioning
Family, home	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	I-7 Parental involvement in student's performance	2 How much of time does teenager live with respondent 3 Whom does teen live with when not with respondent 4-5 Does teen have another parent living outside of home 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 48 Who makes decisions in household on various independence issues 49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager 51 Are there family rules about maintaining grades, doing homework, attending school 52 Importance of different values in a teenager 57 Substance abuse and teenager, teenager's friends

	Student	Teacher	Parent
Home, community relations	29 Have been recognized by school or community 36 Feelings about youth service programs 37-39 Have participated in volunteer/community service, why, through what organizations 97 Do parents know student's friends parents		2 How much of time does teenager live with respondent 3 Whom does teen live with when not with respondent 4-5 Does teen have another parent living outside of home 7 Marital status 8-10 Who lives in household, number under/over 18 years old 11-17 Parents' occupations 18 Changes in marital status 25 Ability using English 26 Difficulties encountered because of lack of English 53-54 Familiarity with teen's friends 55-56 How often does parent talk to parents of teen's schoolmates, friends 58-60 How many years lived at present address, how respondent feels about community
Applying for colleges	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education		61 Educational aspirations for teenager 62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen 78 Teen plans to continue education
Family finances			6 How many people are financially dependent on parent 74-75 Total family income, number of wage earners 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial education 89 Why hasn't teen applied for financial aid 90-92 Amounts expected to spend, borrow for teen's education

NELS:88 Technical Documentation and Analysis Reports Available From NCES

Note: current and selected forthcoming analytic reports and technical documentation pertaining to NELS:88 are listed below. In order to obtain a NELS:88 document that has been published by NCES, write to the U.S. Department of Education, Information Services, Publication Information Division, 555 New Jersey Avenue NW, Washington, DC 20208-5461, or call 1-800-424-1616 (if in Washington, [202] 626-9854).

NCES STATISTICAL ANALYSIS REPORTS.

Hafner, A., Ingels, S.J., Schneider, B., and Stevenson, D.L. ***A Profile of the American Eighth Grader***, June 1990; NCES 90-458.

Hoachlander, E.G. ***A Profile of Schools Attended by Eighth Graders in 1988***, September 1991; NCES 91-129.

Bradby, D. ***Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88***, February 1992; NCES 92-479.

Horn, L., and Hafner, A. ***A Profile of American Eighth-Grade Mathematics and Science Instruction***, June 1992; NCES 92-486.

Horn, L., and West, J. ***A Profile of Parents of Eighth Graders***, July 1992; NCES 92-488.

Kaufman, P., and Bradby, D. ***Characteristics of At-Risk Students in NELS:88,*** August 1992; NCES 92-042.

Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J. ***America's High School Sophomores: A Ten Year Comparison, 1980 - 1990***, 1993; NCES 93-087.

Ingels, S.J., Plank, S.B., Schneider, B.L., and Scott, L.A. ***A Profile of the American High School Sophomore in 1990***, NCES, forthcoming, 1994.

Scott, L.A., Rock, D.A., Pollack, J.M., Ingels, S.J. ***Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders***, NCES, forthcoming, 1994.

RELEASED E.D. TABULATIONS.

Rasinski, K.A., and West, J. ***NELS:88: Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics***, July 1990; NCES 90-459.

Rock, D.A., Pollack, J.M., and Hafner, A. ***The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth-Grade Class***, April 1991; NCES 91-460.

USER'S MANUALS/TECHNICAL REPORTS/METHODOLOGY MONOGRAPHS.

Ingels, S.J., Abraham, S., Rasinski, K.A., Karr, R., Spencer, B.D., and Frankel, M.R. ***NELS:88 Base Year Data File User's Manuals:***

STUDENT COMPONENT: March 1990; NCES 90-464
PARENT COMPONENT: March 1990; NCES 90-466
SCHOOL COMPONENT: March 1990; NCES 90-482
TEACHER COMPONENT: March 1990; NCES 90-484

Spencer, B.D., Frankel, M.R., Ingels, S.J., Rasinski, K.A., and Tourangeau, R. ***NELS:88 Base Year Sample Design Report***; August 1990; NCES 90-463.

Ingels, S.J., Rasinski, K.A., Frankel, M.R., Spencer, B.D., and Buckley, P. ***NELS:88 Base Year Final Technical Report***; 1990; Chicago: NORC.

Rock, D.A., and Pollack, J.M. ***Psychometric Report for the NELS:88 Base Year Test Battery***, April 1991; NCES 91-468.

Kaufman, P., Rasinski, K.A., Lee, R., and West, J. ***Quality of Responses of Eighth-Grade Students to the NELS:88 Base Year Questionnaire***, September 1991; NCES 91-487.

Ingels, S.J., Scott, L.A., Lindmark, J.T., Frankel, M.R., and Myers, S.L. ***NELS:88 First Follow-Up Data File User's Manuals:***

STUDENT COMPONENT: April 1992; NCES 92-030
SCHOOL COMPONENT: May 1992; NCES 92-084
DROPOUT COMPONENT: November 1992; NCES 92-083
TEACHER COMPONENT: November 1992; NCES 92-085

Pieper, D., and Scott, L. A. ***User's Guide to the NELS:88 Base Year/First Follow-Up Electronic Codebook***, March 1993; Chicago: NORC.

Ingels, S.J., Scott, L.A., Rock, D.A., Pollack, J.M., Rasinski, K.A. ***NELS:88 First Follow-Up Final Technical Report***, forthcoming 1994; Washington, D.C.: NCES.

Partial List of Forthcoming NELS:88 Second Follow-Up Technical Documentation:

NELS:88 Second Follow-Up Data File User's Manuals:

STUDENT COMPONENT: NCES 93-374
DROPOUT COMPONENT: NCES 93-375
SCHOOL COMPONENT: NCES 94-376
TEACHER COMPONENT: NCES 94-379
PARENT COMPONENT: NCES 94-378
TRANSCRIPTS COMPONENT: NCES 94-377
SCHOOL EFFECTIVENESS STUDY: NCES 94-249

UPCOMING NELS:88 REPORTS AND TECHNICAL DOCUMENTATION.

Methodology Monograph: *Conducting Trend Analyses: HS&B and NELS:88 Sophomore Cohort Dropouts*

Methodology Monograph: *Conducting Trend Analyses of NLS-72, HS&B and NELS:88 Seniors*

Methodology Monograph: *Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data*

Technical Report: *NELS:88 Second Follow-Up Psychometric Report*

Technical Report: *NELS:88 Second Follow-Up Final Technical Report*

Technical Report: *NELS:88 Second Follow-Up Sample Design Report*

Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

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Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

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Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

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Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
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97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

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Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
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97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

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Number	Title	Contact
97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler

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